Instructor: Veronica Jones Baldwin, Ph.D.
Email: veronica.jones@unt.edu
Office Location: Matthews Hall, 214E
Office Phone: (940)369-8287

Communication Expectations:
By appointment preferred (most questions can be addressed via email)
For most general questions, go through the Q & A forum in the Discussion Board area.
For private questions, please contact me via email and I will respond within 24 hours on weekdays.
Online meeting option: https://unt.zoom.us/j/3195992323; Zoom ID: 319-599-2323

*This syllabus is current as of January 2021 as a working document. I reserve the right to change this syllabus at any time. You will be able to access updated versions on the Canvas website.

COURSE STRUCTURE
This class is 100% online. There will be one optional Zoom meeting per month, and the rest of the course content will be asynchronous, with one module per week.

DESCRIPTION OF THE COURSE
This course will examine legal aspects and risk management of student-related issues in higher education. Topics include, but are not limited to, federal and state laws and their legal implications as they relate to areas such as student rights and responsibilities, privacy, freedom of speech, academic freedom, due process, and harassment.

OBJECTIVES OF THE COURSE
1. Students will summarize current research and case law in higher education as it relates to students and risk management.
2. Students will apply case law to a scenario to make informed decisions that have legal implications in higher education administration.
3. Students will identify and explain areas of risk in their work by analyzing case law.

REQUIRED TEXT
In addition, you will use case reports provided through Nexis Uni (https://iii.library.unt.edu/record=b5879738~S12) as well as readings from current books, journals, monographs, and newsletters available online.

RECOMMENDED READING


Technical Requirements & Skills

Minimum Technology Requirements

- Computer: PC or Mac
- Internet access (high speed preferred - will be slow with dial up)
- Microsoft Word or a Word compatible program
- Canvas Technical Requirements (https://clear.unt.edu/supported-technologies/canvas/requirements)

Computer Skills & Digital Literacy

Minimum technology skills for successful completion of this course include:

- Sending and receiving email
- Creating, sending, and receiving Microsoft Word documents
- Posting to discussion boards
- Downloading documents
- Printing Word documents OR opening and printing pdf files (using free Adobe Acrobat Reader)
- Navigating Canvas

Netiquette

Netiquette, or online etiquette, refers to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors’ proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, don’t refer to your instructor by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
- Use standard fonts such as Arial, Calibri or Times new Roman and use a size 10 or 12 point font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
Limit and possibly avoid the use of emoticons like :) or 😊.
Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
Be careful with personal information (both yours and other’s).
Do not send confidential information via e-mail.

See these Netiquette Guidelines (http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf) for more information.

Success in an Online Course

Communication online is different than that of face-to-face classes. Try to use good "netiquette" when communicating with your classmates. Remember that your fellow students can't see your facial expression, hear you laugh, or notice your gestures. All of these elements add to our face-to-face communication every day without us really noticing it. So, please keep this in mind when you are commenting on others ideas, giving constructive criticism on a writing project, or just interacting with the class in general.

You may also want to think about the fact that just because individuals take an online course, it doesn't mean that they are necessarily at a distance from each other. During your introductions, take a minute to find classmates that you can potentially connect with outside of class.

Also, think about the many ways that you can collaborate and interact with the others in class. You can send email, make phone calls, meet in a chat room, etc. Feel free to interact!

Also visit “How to Succeed as an Online Student” (https://clear.unt.edu/teaching-resources/online-teaching/succeed-online).

Getting Help

Technical Assistance
Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: http://www.unt.edu/helpdesk/index.htm
Email: helpdesk@unt.edu
Phone: 940-565-2324
In Person: Sage Hall, Room 130
Walk-In Availability: 8am-9pm
Telephone Availability:
  • Sunday: noon-midnight
  • Monday-Thursday: 8am-midnight
  • Friday: 8am-8pm
  • Saturday: 9am-5pm
Laptop Checkout: 8am-7pm

For additional support, visit Canvas Technical Help (https://community.canvaslms.com/docs/DOC-10554-4212710328)
CLASS NORMS:

1. I strive to create a supportive learning environment that nurtures individual and group differences and encourages engaged, honest conversations. It is my intent that everyone feels comfortable to share and explore ideas. In the course of class discussions, I welcome disagreements in the spirit of critical thinking and challenging ideas, but please remember to be respectful of other points of view, whether you agree with them or not. In this class, derogatory comments based on race, ethnicity, class, gender, sexual orientation etc. will not be tolerated. Please be aware of your social positionality, and utilize reflection of self and others to gain a deeper understanding of course topics.

2. Please stay on top of the readings each week. A majority of the work we will do in class will involve group discussions based on the readings – so if you do not prepare adequately before class, you will not only hurt your chances to learn, but you will also affect the learning of other students. While we will deliberately revisit some topics and ideas in the discussions, we will probably not be able to cover everything in the readings. The readings are for your benefit and will ultimately make you successful in your assignments; therefore, you need to read. All discussion should be grounded in the text.

3. Please let me know at least two weeks ahead if you will need time accommodations because of a religious observance.

4. If attending a zoom call for the course, please refrain from using the web for other reasons than accessing class materials or taking notes during class discussion and/or learning. Place all cell phones on silent.

COURSE REQUIREMENTS AND EVALUATION

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1 – Collaborative Weekly Summaries (1 week assigned)</td>
<td>50 points</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 2 – Midterm Exam Paper</td>
<td>100 points</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 3- Case Brief for Current Court Case</td>
<td>50 points</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 4 – Final Exam Paper</td>
<td>125 points</td>
<td>25%</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Discussion Forums @ 25 points ea.</td>
<td>100 points</td>
<td>35%</td>
</tr>
<tr>
<td>3 Participation Posts for Collaborative Weekly Summaries (1 unassigned weeks) @ 25 points ea.</td>
<td>75 points</td>
<td></td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>500 points</td>
<td>100%</td>
</tr>
</tbody>
</table>

GRADING

A = 450-500
B = 400-449
Module Assignments

Class module include individual assignments or group online discussions. These activities are designed to assess the student’s understanding of the course topic and the ability to apply course concepts. All assignments will be due on Friday by 10 pm unless otherwise noted. Please refer to the course schedule for specific due dates.

Group Assignments

Collaborative Weekly Summaries

You will be assigned to a group which will be responsible for leading discussion on at least one topic area. Topic areas will be selected during the first week of class in module 1. For your assigned date, your group will provide an overview/summary of all of the cases for that week, due on the Friday of your week by 10 pm. You will upload a presentation in the discussion board, defining any key terms associated with the case, summarizing the main issue(s) of each case, providing any reasoning of the court or laws that the court used to come to a decision, and identifying the decision of the court. You can also point out interesting facts that you learned as a conclusion for the power point.

To summarize the week’s cases, you will present an activity for the class. This can be in the form of a video, news article, etc., scenario, but you must provide 3 discussion questions on the discussion board. The individuals in the group for that week will not be required to post responses.

All students in the course are expected to read all cases for every week, even if you are not summarizing the cases for that week. Reading is required for you to be able to fully participate in the discussion and also have knowledge of the cases to complete the midterm and final.

Online Discussions Forums

There are a total of 4 online group discussions. Each student will be assigned to a small group for course discussion. Questions to be addressed by the group are located within the module. It is suggested students set aside 1-1.5 hours to complete online group discussions. Participation in online group discussions will be evaluated on the following criteria:

- Ability to create clear and detailed answers to prompts
- Quality of responses to peer-published posts
- Ability to connect to the textbook, assigned case law, and current news articles.
- Level of consideration for others
- See grading rubric at the end of the syllabus for more details

Individual Assignments

Midterm Exam Paper

You will be given a scenario for which you will have to identify the risks apparent, relate those risks to specific law cases and state how you would address the dilemma presented in the scenario. Masters students must cite at least 3 law cases for a minimum of a five-page paper and doctoral students
must cite at least 5 law cases for a minimum of a six-page paper. This page total does not include the cover page and references.
Utilize the following steps to analyze the case:

1. What are the triggers?
2. What are the parameters?
3. What facts are essential for understanding & dealing with the issues?
4. What additional information must be gathered before making a decision?
5. Who are the principal decision makers/influencers & what roles do they play?
6. What law cases are relevant to making a decision?
7. What possible decisions (alternatives) are available & what are the consequences of those alternatives?
8. What course of action (short-term & long-term) will be taken?

Final Exam Paper

In the final exam you will be given an additional scenario for which you will identify the risk, relate those risks to specific law cases and state how you would address the dilemma presented in the scenario. The final exam paper should reflect progress in your thinking from the mid-term exam. Masters students must cite at least 5 law cases for a minimum of a seven page paper and doctoral students must cite at least 6 law cases for a minimum of an eight page paper.
Utilize the following steps to analyze the case:

1. What are the triggers?
2. What are the parameters?
3. What facts are essential for understanding & dealing with the issues?
4. What additional information must be gathered before making a decision?
5. Who are the principal decision makers/influencers & what roles do they play?
6. What law cases are relevant to making a decision?
7. What possible decisions (alternatives) are available & what are the consequences of those alternatives?
8. What course of action (short-term & long-term) will be taken?

Case Summary Brief of a Current Issue in Higher Education

You will select a court case on Nexis Uni within the last 4 years (2017 and beyond) that deals with an area of interest to you that we covered this semester (discrimination, due process, hazing, counseling, etc.) You will then write a legal brief for your selected court case. This is a one page summary (single-spaced) of the case that includes the following parts: 1) the title of the case; 2) the main facts of the case; 3) what was the main issue(s) (in question form); 4) the answer (yes or no); and 5) the reasoning of the court (Your brief must be in the format of the example legal briefs provided on Canvas). I will approve all cases to ensure that all students have a different case.

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course.
Course Policies

Assignment Policy
Please check the due dates on Canvas for each assignment. You will find assignment instructions here in the syllabus as well in the assignment details on each assignment page within Canvas. Please save all files as Word documents (DOC) and turn in on Canvas and also send to me by email (for a backup copy in the event that there are Canvas technical difficulties). The document in Canvas will be submitted through Turnitin for verification of originality. An originality score of more than 15% will result in a rewrite. Exams are considered to be papers. For all emailed assignments, please name your individual assignments with your last name: “Last Name_assignment” before the file extension. For example, if your last name is Baldwin and you are turning in the midterm, please name the file for your assignment “Baldwin_midterm.” This will help me keep track of individual students’ assignments instead of receiving a large group of assignments with the same file name.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Examination Policy
You may use all of your case law and other class related materials on both the midterm exam and final exam papers. However, you are not allowed to collaborate with or contact your classmates in any way to discuss your answers. There are no make-ups for any of your assignments. Make sure that you send me all of your assignments through email as a backup copy. Please contact the Student Helpdesk and document the remedy ticket number before contacting me with a technical issue.

Instructor Responsibilities and Feedback
My responsibilities in this course are to facilitate your success. That includes clear instructions for your assignments, answering any questions, identifying additional resources as necessary, providing grading rubrics, and reviewing and updating course content. You can expect your assignments to be graded and for you to receive feedback on discussion board posts within a 7 days of submission. If you email me regarding questions about the course, you can expect an answer within 24 hours on weekdays.

Late Work
Assignments must be turned in on the due date. Assignments turned in within one day of the due date will result in a 10% reduction to the assignment grade; assignments turned in within two days of the due date will result in a 40% reduction to the assignment grade. Assignments will not be accepted (0 points awarded) more than two days following due date. No extra credit assignments are available in the course, so please contact me in advance if you anticipate a problem.

Attendance Policy
An absence may be excused for the following reasons: a religious holy day; active military service; participation in an official university function; illness or other extenuating circumstances; pregnancy and parenting under Title IX; and when the University is officially closed by the President. The student is responsible for requesting an excused absence in writing as early in the semester as possible, and personally delivering to me satisfactory evidence to substantiate the excused absence.
COVID-19 Impact on Attendance
While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.
If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.
Class Materials for Remote Instruction
Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a webcam and microphone to participate in fully remote portions of the class. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn.

Writing Style: All written work for this course and all graduate courses must be original work and conform to the American Psychological Association Style Manual (2019), 7th Edition. All papers must be typed and double-spaced with 1-inch margins on all sides, Times New Roman in size 12 font. The page number count for papers does not include the cover page or the reference list and points will be deducted for pages under the required number. Please make sure you work is properly formatted and proofread before submitting assignments. In addition to being clear, concise, and organized, written work should be reflective, analytical, and incorporate literature and research from the course as well as outside readings to support discussion and arguments. I am available to discuss your writing if you have any concerns, so please schedule appropriate time before assignments are due.

COLLEGE OF EDUCATION ADA NON-DISCRIMINATION POLICY

The University of North Texas College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff and the operation of any of its programs and activities as specified by federal laws and regulations. The designated representative for the Department of Counseling, Development and Higher Education is Dr. Natalya Lindo. Copies of the College of Education ADA Compliance document are available in the Dean’s Office, 214 Matthews Hall.

The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law, who are otherwise qualified to meet the institution’s academic and employment requirements. For assistance call (940) 565-2456. TDD access is available through Relay Texas: 1-800 735-2989.

UNT Policies

Academic Integrity Policy
Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to
cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation.]

ADA Policy
UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website (https://disability.unt.edu/).

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)
The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior
Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s Code of Student Conduct (https://deanofstudents.unt.edu/conduct) to learn more.
Access to Information - Eagle Connect

Students’ access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (https://it.unt.edu/eagleconnect).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/) or email spot@unt.edu.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in
advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student’s responsibility to do the following:

1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification
UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses (https://policy.unt.edu/policy/07-002).

Use of Student Work
A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.

Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.

2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.

3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students’ images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.
Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor’s image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Academic Support & Student Services

Student Support Services

Mental Health
UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- Student Health and Wellness Center (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- UNT Care Team (https://studentaffairs.unt.edu/care)
- Individual Counseling (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Chosen Names
A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- UNT Records
- UNT ID Card
- UNT Email Address
- Legal Name

*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.

Pronouns
Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns. You can add your pronouns to your Canvas account so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- What are pronouns and why are they important?
- How do I use pronouns?
- How do I share my pronouns?
- How do I ask for another person’s pronouns?
- How do I correct myself or others when the wrong pronoun is used?
Additional Student Support Services

- Registrar ([https://registrar.unt.edu/registration](https://registrar.unt.edu/registration))
- Financial Aid ([https://financialaid.unt.edu/](https://financialaid.unt.edu/))
- Student Legal Services ([https://studentaffairs.unt.edu/student-legal-services](https://studentaffairs.unt.edu/student-legal-services))
- Career Center ([https://studentaffairs.unt.edu/career-center](https://studentaffairs.unt.edu/career-center))
- Multicultural Center ([https://edo.unt.edu/multicultural-center](https://edo.unt.edu/multicultural-center))
- Counseling and Testing Services ([https://studentaffairs.unt.edu/counseling-and-testing-services](https://studentaffairs.unt.edu/counseling-and-testing-services))
- Pride Alliance ([https://edo.unt.edu/pridealliance](https://edo.unt.edu/pridealliance))
- UNT Food Pantry ([https://deanofstudents.unt.edu/resources/food-pantry](https://deanofstudents.unt.edu/resources/food-pantry))

Academic Support Services

- Academic Resource Center ([https://clear.unt.edu/canvas/student-resources](https://clear.unt.edu/canvas/student-resources))
- Academic Success Center ([https://success.unt.edu/asc](https://success.unt.edu/asc))
- UNT Libraries ([https://library.unt.edu/](https://library.unt.edu/))
- Writing Lab ([http://writingcenter.unt.edu/](http://writingcenter.unt.edu/))

## CLASS SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>ASSIGNMENTS</th>
<th>DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 12</td>
<td><strong>Introductions</strong>&lt;br&gt;- Review of Syllabus&lt;br&gt;- Introduction to Student Risk Management and Lexis-Nexis&lt;br&gt;- Public v. Private&lt;br&gt;- Personal Risk v. Institutional Risk&lt;br&gt;- Assignment to Collaborative Weekly Summary Groups &amp; Discussion Groups</td>
<td>Introduce yourself due 1/15</td>
</tr>
<tr>
<td>January 19</td>
<td><strong>Regulatory Challenges:</strong>&lt;br&gt;- Miller, pp. 43-68&lt;br&gt;- Federal and State Regulations&lt;br&gt;- Financial Aid - FERPA&lt;br&gt;- Gonzaga University v. Doe, 536 U.S. 273 (2002).&lt;br&gt;- Student with Disabilities</td>
<td>Group Discussion #1&lt;br&gt;Due 1/29</td>
</tr>
</tbody>
</table>
Southeastern Community College v. Davis, 99 S. Ct. 2361 (1979); 601 Ed. 2d 980.
Wong v. Regents of the University of California, 410 F.3d 1052 (2005).
Garrett v. Board of Trustees of the University of Alabama, 507 F.3d 1306 (2007).

**February 2**
Module 4, Week 4

**Discriminatory Practices:**
Iota Xi Chapter of Sigma Chi Fraternity v. George Mason University, 993 F.2d 386 (4th Cir. 1993).
Dambrot v. Central Michigan University, 55 F.3d 1177 (6th Cir. 1995).
Spears v. Grambling State University, 111 So. 3d 392 (2012).

**February 9**
Module 5, Week 5

**Regulatory:**
Responsibilities of the College or University for Safety
Clery Act
Havlik v. Johnson & Wales University, 509 F.3d 25 (2007).

**Due Process**
Dixon v. Alabama State Board of Education, 294 F.2d 150 (5th Cir. 1961).
University of Texas Med. School v. Than, 874 S.W. 2d 839 (Tx. App. Houston 1994);
University of Texas Med. School v. Than, 901 S.W. 2d 926 (Tex. 1995).
Nash v. Auburn University, 812 F.2d 655 (11th Cir. 1987).

**February 16**
Module 6, Week 6

**Torts:**
Student Activities & Athletics – Focus on Torts & Safety
Miller, 71-81
Stineman v. Fontbonne College, 664 F. 2 1082 (8th Cir. 1981).
Ross v. Creighton University, 957 F.2d 410 (7th Cir. 1992).
Nova Southeastern University, Inc. v. Gross, 758 So. 2d 86 (2000).

**Collaborative Weekly Summaries (Group 1) due 2/5**

**Collaborative Weekly Summaries (Group 2) due 2/19**

**Zoom meeting 2/9 from 4-6 pm (optional)**
<table>
<thead>
<tr>
<th>Date</th>
<th>Module, Week</th>
<th>Topic</th>
<th>Reading Materials</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 23</td>
<td>Module 7,</td>
<td><strong>Hazing &amp; Student Organizations</strong></td>
<td>Miller, pp. 83-93</td>
<td>Group Discussion #2 due 2/26</td>
</tr>
<tr>
<td>March 2</td>
<td>Week 8</td>
<td><strong>Reading Day</strong> (use this week to work on the midterm and download reading materials to prepare for the 2nd half of the semester)</td>
<td></td>
<td>Midterm due on March 4</td>
</tr>
<tr>
<td>March 9</td>
<td>Module 9,</td>
<td><strong>Tort Issues</strong></td>
<td>Miller, pp. 95-105</td>
<td>Zoom meeting 3/9 from 4-6 pm (optional)</td>
</tr>
<tr>
<td>Week 9</td>
<td></td>
<td>Alcohol and Other Drugs</td>
<td>Bradshaw v. Rawlings, 464 F. Supp. 175 (E.D. Pa. 1979)</td>
<td></td>
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<td></td>
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<td></td>
<td>Bradshaw v. Rawlings, 612 F. 2d 135 (3rd Cir. 1979)</td>
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<tr>
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<td></td>
<td>Robertson v. State ex rel. Department of Planning and Control, 747 So. 2d 1276 (1999).</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Pi Lambda Phi v. University of Pittsburgh, 229 F.3d 435 (3rd Cir. 2000).</td>
<td></td>
</tr>
<tr>
<td>March 16</td>
<td>Module 10,</td>
<td><strong>Search and Seizure</strong></td>
<td>Moore v. Troy State, 284 F. Supp. 725 (M.D. Ala. 1968).</td>
<td>Collaborative Weekly Summaries (Group 3) due 3/19</td>
</tr>
<tr>
<td>Week 10</td>
<td></td>
<td></td>
<td>Piazzola v. Watkins, 442 F. 2d 284 (5th Cir. 1971).</td>
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<tr>
<td>March 23</td>
<td>Module 11,</td>
<td><strong>Torts: Counseling Services</strong></td>
<td>Miller, pp. 107-125</td>
<td>Group Discussion #3 due 3/26</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Regents of University of California v. Superior Court, 4 Cal. 5th 607 (2018).</td>
<td></td>
</tr>
</tbody>
</table>
| March 30  | **Contracts:**  
Module 12,  
Week 12  | **Student Discipline**  
Miller, pp. 165-173  
Ahlum v. Administrators of Tulane Educational Fund, 617 S.2d 96 (La.  
App. 1993).  
**Financial Aid**  
(Group 4) due 4/2 |
| April 6   | **Academic Dismissal, Cheating, & Integrity**  
Module 13,  
Week 13  | Board of Curators of the University of Missouri v. Horowitz, 435 U.S.  
78 (1978).  
Tobias v. University of Texas at Arlington, 824 S.W. 2d 201 (Tx. App.  
Goodreau v. Rector and Visitors of the University of Virginia, 116 F. Supp.  
694 (W.D. Va. 2000).  
| April 13  | **Risk Management in Current Higher Education**  
Module 14,  
Week 14  | You will upload a court case within the last 4 years (2017 and beyond)  
that deals with an area of interest to you that we covered this semester  
(discrimination, due process, hazing, counseling, etc.) along with a one  
page summary brief. | **Zoom meeting 4/13 from 4-6 pm (optional)**  
Tips for final paper  
Final Exam distributed  
**Case Summary Brief due 4/16** |
| April 20  | **Reading Day** (use this week to finish the final)  
Module 15,  
Week 15  |
| April 22  | **FINAL EXAM DUE**  
Final Exam Due  
4:00 pm |

Portions of this syllabus adapted from Bush, V. B. (2016, Spring) EDHE 6850 Student Risk Management in Higher Education, University of North Texas, Denton, TX.
# Rubric for Evaluating Discussion Board Postings & Participation

(25 points total)

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory 0-1 points</th>
<th>Satisfactory 2-3 points</th>
<th>Excellent 4-5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engagement</strong> (5 points)</td>
<td>Student is not fully engaged in discussion and/or analysis of assigned course readings.</td>
<td>Student is generally engaged in discussion and/or analysis of assigned course readings.</td>
<td>Student is always engaged in discussion and/or analysis of assigned course readings.</td>
</tr>
<tr>
<td><strong>Key Ideas</strong> (5 points)</td>
<td>Key ideas are unclear, underdeveloped or difficult to grasp.</td>
<td>A limited number of key ideas are developed.</td>
<td>Key ideas are clear and well developed.</td>
</tr>
<tr>
<td><strong>Grounded in course readings</strong> (5 points)</td>
<td>Content is not grounded in course readings.</td>
<td>Content is generally, but not always grounded in course readings.</td>
<td>Content is primarily grounded in course readings.</td>
</tr>
<tr>
<td><strong>Building on prior knowledge &amp; experience</strong> (5 points)</td>
<td>Student does not build upon prior knowledge &amp; experience in critiquing &amp; discussing course readings &amp; other assignments.</td>
<td>Student generally builds upon prior knowledge &amp; experience in critiquing &amp; discussing course readings &amp; other assignments.</td>
<td>Student always builds upon prior knowledge &amp; experience in critiquing &amp; discussing course readings &amp; other assignments. Student demonstrates ability to identify &amp; discuss potential implications of course readings &amp; other assignments for policy, practice, and/or future research.</td>
</tr>
<tr>
<td><strong>Implications for higher education research &amp; practice</strong> (5 points)</td>
<td>Student does not demonstrate awareness of implications of course readings &amp; other assignments for higher education research &amp; practice.</td>
<td>Student generally demonstrates awareness of implications of course readings &amp; other assignments for higher education research &amp; practice.</td>
<td>Student demonstrates exceptional insight into the potential implications of course readings &amp; other assignments for higher education research &amp; practice.</td>
</tr>
</tbody>
</table>

*Rubric adapted from M.B. King and L. Havlik, UW Madison, Instructional Leadership and School Improvement and U. Tran-Parsons, UNT Program of Higher Education*
## Collaborative Weekly Summaries
(50 points total)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview of legal terms</strong></td>
<td>0-4.5 Groups gives a limited summary of the key legal terms and concepts reviewed in this week's cases.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.5-9 Groups gives a general summary of the key legal terms and concepts reviewed in this week's cases.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9-15 Group gives a comprehensive summary of the key legal terms and concepts reviewed in this week's cases.</td>
<td>15</td>
</tr>
<tr>
<td><strong>Summary of cases</strong></td>
<td>0-4.5 Groups provides a limited summary of the facts, issues, and outcomes of each case.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.5-9 Groups provides a general summary of the facts, issues, and outcomes of each case.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9-15 Groups provides a comprehensive summary of the facts, issues, and outcomes of each case.</td>
<td>15</td>
</tr>
<tr>
<td><strong>Activity/Discussion Provided</strong></td>
<td>0-4.5 Group provides an activity not related to the cases and fails to provide 3 discussion questions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.5-9 Group provides a satisfactory activity followed by 3 general discussion questions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9-15 Group provides a comprehensive activity followed by 3 insightful discussion questions.</td>
<td>15</td>
</tr>
<tr>
<td><strong>Group Collaboration</strong></td>
<td>0-1 Group demonstrates limited ability to collaborate &amp; work together to provide a summary of the week's cases, with not all members fully engaged.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-3 Group demonstrates general ability to collaborate &amp; work together to provide a summary of the week's cases, with all members satisfactorily engaged.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3-5 Group demonstrates excellent ability to collaborate &amp; work together to provide a summary of the week's cases, with all members fully engaged.</td>
<td>5</td>
</tr>
</tbody>
</table>

## Rubric for Midterm Exam Paper
(100 points total)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Triggers/Parameters</strong></td>
<td>0-6 Student fails to or barely describes the triggers and parameters.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6-9 Student somewhat describes the triggers and parameters.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9-12 Student adequately describes the triggers and parameters.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12-15 Student exceedingly describes the triggers and parameters.</td>
<td>15</td>
</tr>
<tr>
<td>Facts</td>
<td>0-6</td>
<td>6-9</td>
</tr>
<tr>
<td>---------------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Student fails to or barely describes the facts essential to understanding and dealing with the issue.</td>
<td>6-9</td>
<td>Student somewhat describes the facts essential to understanding and dealing with the issue.</td>
</tr>
<tr>
<td>Additional Information</td>
<td>0-4</td>
<td>4-6</td>
</tr>
<tr>
<td>Student fails to or barely discusses additional information that must be considered before making a decision.</td>
<td>4-6</td>
<td>Student somewhat discusses additional information that must be considered before making a decision.</td>
</tr>
<tr>
<td>Decision Makers</td>
<td>0-2</td>
<td>2-3</td>
</tr>
<tr>
<td>Student fails to or barely describes the principal decision makers and their roles.</td>
<td>2-3</td>
<td>Student somewhat describes the principal decision makers and their roles.</td>
</tr>
<tr>
<td>Cases</td>
<td>0-8</td>
<td>8-12</td>
</tr>
<tr>
<td>Student fails to or barely describes law cases relevant to the issue and their use in decision making (Master’s students = min. of 3 cases; Doctoral students = min. of 5 cases).</td>
<td>8-12</td>
<td>Student somewhat describes law cases relevant to the issue and their use in decision making (Master’s students = min. of 3 cases; Doctoral students = min. of 5 cases).</td>
</tr>
<tr>
<td>Alternatives</td>
<td>0-6</td>
<td>6-9</td>
</tr>
<tr>
<td>Student fails to or barely describes possible decisions and consequences of alternative actions.</td>
<td>6-9</td>
<td>Student somewhat describes possible decisions and consequences of alternative actions.</td>
</tr>
<tr>
<td>Actions</td>
<td>0-8</td>
<td>8-12</td>
</tr>
<tr>
<td>Student fails to or barely describes short-term and long-term courses of action.</td>
<td>8-12</td>
<td>Student somewhat describes short-term and long-term courses of action.</td>
</tr>
</tbody>
</table>

* Points will be taken off for excessive APA/grammar issues (one point for every 10 issues).
### Rubric for Final Exam Paper
(125 points total)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Triggers/Parameters</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-8</td>
<td>Student fails to or barely describes the triggers and parameters.</td>
<td>20</td>
</tr>
<tr>
<td>8-12</td>
<td>Student somewhat describes the triggers and parameters.</td>
<td></td>
</tr>
<tr>
<td>12-16</td>
<td>Student adequately describes the triggers and parameters.</td>
<td></td>
</tr>
<tr>
<td>16-20</td>
<td>Student exceedingly describes the triggers and parameters.</td>
<td></td>
</tr>
<tr>
<td><strong>Facts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-6</td>
<td>Student fails to or barely describes the facts essential to understanding and dealing with the issue.</td>
<td>15</td>
</tr>
<tr>
<td>6-9</td>
<td>Student somewhat describes the facts essential to understanding and dealing with the issue.</td>
<td></td>
</tr>
<tr>
<td>9-12</td>
<td>Student adequately describes the facts essential to understanding and dealing with the issue.</td>
<td></td>
</tr>
<tr>
<td>12-15</td>
<td>Student exceedingly describes the facts essential to understanding and dealing with the issue.</td>
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<tr>
<td><strong>Additional Information</strong></td>
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<td></td>
</tr>
<tr>
<td>0-6</td>
<td>Student fails to or barely discusses additional information that must be considered before making a decision.</td>
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</tr>
<tr>
<td>6-9</td>
<td>Student somewhat discusses additional information that must be considered before making a decision.</td>
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<tr>
<td>9-12</td>
<td>Student adequately discusses additional information that must be considered before making a decision.</td>
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<tr>
<td>12-15</td>
<td>Student exceedingly discusses additional information that must be considered before making a decision.</td>
<td></td>
</tr>
<tr>
<td><strong>Decision Makers</strong></td>
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<td></td>
</tr>
<tr>
<td>0-2</td>
<td>Student fails to or barely describes the principal decision makers and their roles.</td>
<td>5</td>
</tr>
<tr>
<td>2-3</td>
<td>Student somewhat describes the principal decision makers and their roles.</td>
<td></td>
</tr>
<tr>
<td>3-4</td>
<td>Student adequately describes the principal decision makers and their roles.</td>
<td></td>
</tr>
<tr>
<td>4-5</td>
<td>Student exceedingly describes the principal decision makers and their roles.</td>
<td></td>
</tr>
<tr>
<td><strong>Cases</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-10</td>
<td>Student fails to or barely describes law cases relevant to the issue and their use in decision making (Master’s students = min. of 5 cases; Doctoral students = min. of 6 cases).</td>
<td>25</td>
</tr>
<tr>
<td>10-15</td>
<td>Student somewhat describes law cases relevant to the issue and their use in decision making (Master’s students = min. of 5 cases; Doctoral students = min. of 6 cases).</td>
<td></td>
</tr>
<tr>
<td>15-20</td>
<td>Student adequately describes law cases relevant to the issue and their use in decision making (Master’s students = min. of 5 cases; Doctoral students = min. of 6 cases).</td>
<td></td>
</tr>
<tr>
<td>20-25</td>
<td>Student exceedingly describes law cases relevant to the issue and their use in decision making (Master’s students = min. of 5 cases; Doctoral students = min. of 6 cases).</td>
<td></td>
</tr>
<tr>
<td><strong>Alternatives</strong></td>
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<td>0-8</td>
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